

CHAPTER I INTRODUCTION

A. Research Background

English is a universal language because most countries use it as their primary language. In addition, English is one of the important international languages to be mastered or learned. Some countries, mainly former British colonies, place English as a second language that must be mastered after their native language. English is a foreign language in Indonesia. It occupies an important position in the daily life of our society. It can be seen clearly in the world of education in Indonesia. English is one of the subjects taught to students from elementary to college. The Indonesian government introduced English as early as possible for students in Madrasahs through the 1994 Basic Education Curriculum (Maduwu, 2016).

Reading skill is a crucial aspect of English language learning. It plays a significant role in enhancing language acquisition and overall fluency. Reading helps learners understand written texts, which improves their overall comprehension of the language (Ahmad, 2023). It allows learners to gain exposure to different vocabulary, sentence structures, and writing styles.

Reading exposes learners to a wide range of words and phrases, helping them expand their vocabulary. By encountering words in context, learners can better understand their meanings and usage (Ahmad, 2023). Reading provides examples of proper grammar and sentence structure, helping learners develop a better understanding of the language's rules and patterns (Kizi, 2023).

Reading materials such as literature, news articles, and essays provide insights into the culture and society of English-speaking countries. This cultural knowledge enhances learners' understanding of the language and its context (Kizi, 2023). Reading requires learners to analyze and interpret information, fostering critical thinking skills (Mezinova, 2022).

Technologies like handphones, internet connections, smartTV, and computers are part of daily life. Technology also provides a global infrastructure for students to learn English. The students have changed radically. The teacher-dominated or teacher-fronted classroom, where the teacher talks and leads teacher-centered activities, has been replaced by the student-centered learning environment, which has contributed to the success of individual learners in language classrooms. Using technology as an educational tool will help teachers and students achieve their learning goals in this era. Some teachers have paid attention to smartphones or digital devices in recent education, and educational technology has been an interesting issue for researchers and educators.

Several instructors share course materials and teaching ideas globally, expanding learning opportunities and resources (Bonk, 2009: 181). Face-to-face, offline, and online learning is more effective than face-to-face learning, supported by differences in student performance. He claimed the experimental group performed better (Sejdiu, 2014: 80).

According to Masita (2020: 312), some applications can help teachers measure student ability, such as Kahoot, Formative, Zipgrade, Google Form, and Plickers. Plickers is an educational tool that uses printables, such as a quick response code. The answer options A, B, C, and D are printed on the image's paper. The teacher shows the questions during the learning process, and students show the Plickers card and their answers. Teachers can respond to cards using the Plickers app installed on a mobile device. They can instantly see student responses and grading data for that question, including who got the correct answer and who did not.

Plickers removes the need to supply all participants with technological devices for accessing an evaluation by involving cards printed with codes. These codes translate to the need for fewer resources (batteries, Wi-Fi, charging stations, and others) compared to requirements for other technological data collection systems.

The Plickers app is a technology for evaluating online learning using smartphones and coded cards. Plickers is a straightforward application used to find out the results of the student's knowledge test in the form of multiple-choice, and the results can be known quickly. An application that educators can download easily to assist educators in conducting formative assessments using the Plickers card held by each student so that it can assist educators in assessing the results of student evaluations (Yulanda, 2019).

B. Research Questions

The research questions based on the research background above are:

1. Is the use of Plickers application effective in teaching reading skill for the ninth-grade students of SMP Negeri 1 Sungai Ambawang in the academic year of 2021/2022?
2. How strong is the affect of the Plickers application in teaching reading skill for the ninth-grade students of SMP Negeri 1 Sungai Ambawang in the academic year of 2021/2022?

C. Research Purposes

Based on the research questions above, the research purpose are :

1. To determine the effectiveness of Plickers application in teaching reading skill for the ninth-grade students of SMP Negeri 1 Sungai Ambawang in 2021/2022.
2. To determine the affect of the Plickers application in teaching reading skill for the ninth-grade students of SMP Negeri 1 Sungai Ambawang in the academic year of 2021/2022.

D. Significance of Study

The research benefits that are expected to be obtained from this research are as follows:

1. Theoretical Significance

Theoretically, this research contributes to the field of education by assessing the potential effectiveness of the Plickers application in enhancing reading skills among ninth-grade students, providing insights

into innovative teaching methods that can improve language learning outcomes.

2. Practical Significance

a. For Writers

This research offers practical benefits to the researcher by providing valuable insights into the effectiveness of using the Plickers application as a teaching tool, potentially paving the way for further investigations into technology-enhanced language instruction.

b. For English Teachers

English teachers can benefit practically from this study as it offers evidence-based guidance on the utility of the Plickers application in improving students' reading skills, potentially encouraging them to integrate this technology into their teaching methods.

c. For Student

For students, this research has practical implications as it explores a potentially engaging and effective approach to learning English, which may lead to improved reading skills and overall language proficiency, making the learning experience more enjoyable.

d. For Another Researchers

Subsequent researchers can benefit practically from this study by building upon its findings and methodology to conduct further investigations into the use of technology in language education, thus expanding the knowledge base and potential applications of tools like Plickers in the classroom.

E. Scope of the Research

The scope of this research is made so the discussion will be carried out and does not deviate from the research focus.

1. Research Variable

According to Sugiyono (2017: 64), a variable is an attribute, trait, or value of a person, object, or activity that has certain variations determined by the researcher to be studied and then concluded. The variable in this study is the Plickers application in teaching reading skill. This research only focuses on SMP Negeri 1 Sungai Ambawang in the academic year 2021/2022.

2. Research Terminology

The following definitions are provided to ensure compatibility and understanding of these terms during the study.

a. Plickers Application

Plickers is a web-based tool used for formative assessment, even in low-tech classrooms. This app requires one computer and one smartphone with the Plickers mobile app, and it is easy to use and saves time. Questions can be text, images, or a combination of both (Beegum, 2019: 167).

b. Teaching

Teaching refers to the process of imparting knowledge, skills, and values to students or learners. It involves the use of various methods and techniques to facilitate learning and understanding. Teaching can be done in various settings, including schools, universities, and other educational institutions. It can also be done through online platforms and other forms of distance learning (Villalobos, 2019).

c. Reading Skills

Reading skill is the ability to read quickly and efficiently using techniques such as skimming (Azmi, 2020). Reading skill is the ability to receive, process, and understand diverse information, especially in the digital information era. This involves developing higher order thinking skills and being able to analyze and evaluate information critically (Setiawan, 2020).